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ABSTRACT

This book examines the capacity of universities in Germany, England, France, the United States, and Japan to operate as centers of research, as places for research training, and as institutions where even students destined for nonresearch careers will learn something of the nature of research. The volume is organized by country with each section introduced by the editor and including one chapter exploring the country's structures of research organization and advanced education, its historical development, and contemporary strains and stresses; and a second chapter reporting a study of disciplinary and institutional characteristics related to research. Contributed chapters have the following titles and authors: "The German Model of Research and Advanced Education" (Claudius Gellert); "The Conditions of Research Training in Contemporary German Universities" (Claudius Gellert); "Research Training and Graduate Education: The British Macro Structure" (Mary Henkel and Maurice Kogan); "Graduate Education in Britain: The View from the Ground" (Tony Becher); "Separation de Corps: The Training of Advanced Students and the Organization of Research in France" (Guy Neave); "The Research Training System in France: A Microstudy of Three Academic Disciplines" (Guy Neave and Richard Edelstein); "Graduate Education and Organized Research in the United States" (Patricia J. Gumport); "Graduate Education and Research Imperatives: Views from American Campuses" (Patricia J. Gumport); "Graduate Education and Research Organization in Japan" (Morikazu Ushiogi); and "The Education of Advanced Students in Japan: Engineering, Physics, Economics, and History" (Tatsuo Kawashima and Fumihiro Maruyama). A concluding chapter integrates the country portraits by identifying common trends and problems revealed in the prior sections and presenting an example of what the ideal type of research-centered graduate education might look like. Individual chapters are extensively referenced. Contains an index. (GLR)